

Emerson Elementary School

Action Plan for 2023-2024

Through a district level committee, the school district developed a vision and mission statement that encompasses our vision and purpose in Seymour Community Schools. Emerson has a unique vision and mission statement that was developed in a similar way. Emerson revisits the mission and vision statements at faculty meetings each year.



Vision: The Seymour Way: Soaring to Excellence Every One, Every Day

Mission: At Seymour Community Schools, we are on a mission to create a student-centered culture, where all students can succeed. We are on a mission to provide unprecedented opportunities for all students, in a climate where they can grow and achieve. We collaborate to build relationships with all stakeholders, in order to create a remarkable learning environment.

Values:

Student Centered, Opportunities, Academic Excellence, Relationships

Student Centered

Opportunities

Academic Excellence

Relationships



Vision: Growing Strong! Every One, Every Day

We Believe...

- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- A safe and supporting learning environment promotes student achievement.
- Effective collaboration and communication with families as partners in the education of their children is essential to the success of our school system.
- All students can learn.
- The goal of our educational programs is to prepare students to become contributing members of society.
- Education is the key to opportunity and social mobility

Our Core Convictions:

Growing Character, Cultivating Knowledge, and Nurturing Lives

Be an Emerson PRO

Persevere

Resilient

Outstanding

Goal 1: LANGUAGE ARTS

By Spring 2021, 100% of Gen. Ed. students will read at grade level in grades K - 5. (80% of special education and ELL students)

| Rationale | Strategies & Action Steps | Responsibility | Timeline (frequency of data collection or strategy) | Evidence of Effectiveness |
|---|--|--|--|---|
| <p>- Reading success is key to success in career readiness skills.</p> <p>- According to ISTEP+ data, grades 4 and 5 showed a small point differential in vocabulary.</p> <p>- Vocabulary skills are crucial to student growth in reading comprehension.</p> <p>- Content specific vocabulary is essential to comprehension in content areas.</p> <p>- 3rd grade students must show grade level proficiency in reading to be promoted.</p> <p>- We know that fluency on grade level has a very strong correlation to grade level reading.</p> <p>-Data shows that if a student has mastered level 12 on Lexia there is a 95% chance they will pass IREAD 3.</p> <p>-Dyslexia screening and interventions are now a state law for K-2 grade in Indiana.</p> | <p>90 minute reading block: Uninterrupted 90 minutes of on-grade level reading instruction for all students. Emphasis will be made to insure we are addressing the 5 essential components of reading during the 90 mins: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension</p> | Classroom teacher Principals | Quarterly reading level assessments | Ready Reading Benchmark Ready Reading Instruction Tool PLC |
| | <p>UDL applied to Reading Instruction With a clear understanding of our learning objectives, teachers and staff will look for barriers to learning students have and find ways to remove those barriers.</p> <p>PLC will focus on UDL and begin with clear objectives.</p> | Classroom teacher Support Staff Administration | Year Long | Ready Reading Benchmark Ready Reading Instruction Tool Participating in PLC meeting |
| | <p>Anchor Charts: Used to model reading skills and strategies</p> | Classroom teacher Special ed teacher | Quarterly reading level assessment | Ready Reading Benchmark |
| | <p>Use of High Yield Instructional Strategies Grades K-5 will integrate Marzano's 9 High Yield instructional strategies in daily lesson planning.</p> | Classroom teacher Special ed teacher | All year long | Ready Reading Benchmark Ready Reading Instruction Tool |
| | <p>Vocabulary & Comprehension These skills continue to be an area of weakness for Emerson. For the 2022-2023 school year we will use optional vocabulary notebooks K-5. Link to the plan. We will target comprehension skills monthly in the library K-5 using anchor charts.</p> | Teachers, Principal, librarian | Year long | Ready Reading iRead 3 iLearn |
| | <p>Rti Students in K-5 will meet 3-4 times weekly to target grade level reading skills. We will use the Sonday System for this intervention and Marie Carbo reading technique. Students for the RTI interventions will be determined by screener data, teacher input, and Iready data.</p> | Classroom teachers Aides | Year Long | Ready Reading Benchmark Ready Reading Instruction Tool RTI logs |
| | <p>Monthly Standards Focus and Standards Mastery will be used 2-5 on a scheduled basis on 10 critical ELA standards.</p> | Classroom teacher | Year Long | Ready Reading Benchmark Ready Reading Instruction Tool |

¹ This plan is based on a traditional school schedule. When alternative scheduling is in place due to the COVID pandemic we will follow this plan when possible. When not possible we will follow the intent and spirit of this plan.

Goal 2: Math

By 2021, 100% of General Education students and 80% of Special Education and English Language Learners will perform on grade level in Mathematics.

| Rationale | Strategies & Action Steps | Responsibility | Timeline | Evidence of Effectiveness |
|---|--|--|---|---|
| <p>-ISTEP+ scores from 2004 – 2013 showed lowest point differential in number sense, computation, and geometry. By focusing on these areas, problem solving will improve.</p> <p>- ISTEP+ has the lowest score of proficiency 2014 in grades 3 – 5 in problem solving.</p> <p>- Problem solving is a real world skill all students need.</p> <p>- Problem solving is essential for career readiness.</p> <p>-Our new math series is heavily problem solving based.</p> <p>-Mastering multiplication facts in 3rd grade is the number 1 indicator of student performance of math success in higher grade levels.</p> <p>*1st Grade: addition and subtraction 2nd Grade: addition and subtraction (3 sec, 2 sec, and 1.5 sec) 3rd Grade: add, sub, and mult. 1st Semester; 2nd Semester multiplication and division 4th Grade: multiplication and division 5th Grade: multiplication and division</p> | <p>K-5 Daily Math Meetings Grade levels will determine standards that need repetition on a daily basis and incorporate that into the daily math meeting. For grades 2-5 Standards Mastery Test will be used to monitor progress.</p> | Classroom teacher Special ed. Administration | Year Long | Pre and post test in math 2-5 Standards Mastery Assessments Ready Math Benchmarks |
| | <p>Anchor Charts: Used to model problem solving skills and strategies.</p> | Classroom teacher Special ed. Principal | IReady Benchmarks (August, December, April) | Pre and post test in math 2-5 Standards Mastery Assessments Ready Math Benchmarks |
| | <p>Hands-on Equations: 3-5 students would complete one unit in a 2 to 3 week window before Spring Break.</p> | Classroom teacher | Once before the end of January | Pre and post test in math 2-5 Standards Mastery Assessments Ready Math Benchmarks |
| | <p>Problem Solving Strategies Reinforce our scope and sequence for problem solving strategies K-5. Make classroom posters to help.</p> | Teacher, Principal | Year long | Iready Math Standards Mastery Assessments Ilearn |
| | <p>Use of High Yield Instructional Strategies Grades K-5 will integrate Marzano's 9 High Yield instructional strategies in daily lesson planning.</p> | Classroom teacher Special ed teacher | All year long | Pre and post test in math 2-5 Standards Mastery Assessments Ready Math Benchmarks |
| | <p>UDL applied to Math Instruction With a clear understanding of our learning objectives, teachers and staff will look for barriers to learning students have and find ways to remove those barriers.</p> <p>PLC will focus on UDL and begin with clear objectives.</p> | Classroom teacher Support Staff Administration | Year Long | Ready Reading Benchmark Ready Reading Instruction Tool Participating in PLC meeting |
| | | | | |

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Goal 3: Social and Emotional Learning

| Rationale | Strategies & Action Steps | Responsibility | Timeline | Evidence of Effectiveness |
|---|--|---|--------------------------|-------------------------------------|
| <p>-According to Maslov students are not able to utilize the part of the brain that allows for learning if the basic needs for safety, food and shelter are not met.</p> <p>-Current brain research shows that if a child's brain is functioning at the amygdala area, children will not be able to access the part of the brain needed for learning.</p> <p>-When students are not feeling emotionally balanced they have an increase in behaviors that negatively impact their learning.</p> <p>-Dr. Bob Marzano's research shows that positive reinforcement and positive praise have a high correspondence to their academic engagement and learning.</p> <p>-Children come to school and have experienced 1-10+ ACE's, adverse childhood experiences. Being mindful of this and the unique needs it creates in students is critical in relationship building and learning.</p> | Amygdala Room Continue to look for ways to broaden who has access to this resource. | Administration | Year Long | Participation and student behaviors |
| | School Wide Expectations Feedback from teachers indicates that we need to better address our playground expectations. Outdoor signage will be made to reinforce expectations. The signs ordered in 2022 were very small. We are reordering them for a different company for this school year. | All Staff Principal | Year Long | Participation and student behaviors |
| | Positive Incentives: Trading Post Token economy that is used school wide. | All Staff Principal | Year Long | Participation and student behaviors |
| | Classroom Guidance Lessons | Guidance Counselor | Year Long | Participation and student behaviors |
| | Girls Inc Classes | Girls Inc Staff | Determined by Girls Inc. | Student participation |
| | Classroom Expectations | Classroom Teacher | Year Long | Classroom Management |
| | Emerson Essentials: We are reframing this with #Lovemytribe. Each of the essentials is being reworded to say I love my Tribe by... | Principal and Classroom Teacher, Guidance Counselor | Year Long | Student Behaviors |
| | RTI for student behaviors Individual interventions and strategies will be implemented to help increase student positive behaviors and reduce negative behaviors. Focus on how to utilize the Trading Post and alternatives to loss of recess | Administration, teachers, support staff | Year Long | RTI Data |
| | UDL Applied to Learning Environment SEL is an important element that must be addressed for students to learn. We will learn how to use UDL to improve students' learning environments. PLC will be focused on UDL this year. | Administration, teachers, support staff | Year Long | RTI Data and increased learning. |

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LEAD Meetings

Training & Professional Development Calendar for 2021-2022 School Year

| Topic | Description | When | Attendees |
|---|---|--|---------------------------|
| Safety, SIP and PBIS Review for 2023-2024 | As a staff we will review the PBIS plan and the School Improvement plans. Special emphasis will be placed on the changes and updates to the plan. | Aug 8, 2023 @ 9:00 | Teachers and Aides |
| UDL | 10 Focus Areas for UDL Focus for 2023/2024: Objectives | Year Long | all staff |
| New Math Textbook | Attendees will learn about the Ready Math updates and assessments and how to use the product. | Summer ½ day July 19th: K-2 AM, 3-5 PM | Administrators & Teachers |
| Discipline Reimagined | Hacking School Discipline, Restorative Readiness Training | Online Summer PD July 2023, revisit during PLC 2023-2024 school year | teachers |
| Kagan Engagement Strategies | Kagan Strategies | TBD | teacher |
| ILEARN | Discuss the schedule and plan to administer ILearn and IRead | April | Teachers and Aides |
| Summer PD Offered by SCSC | SCSC will be offering 2 days of PD during the summer of 2022 on UDL. | July 19-21, 2022 | All staff |
| Test Security Training | Required Training for all Emerson Employees There were be several options during the day to participate | TBD | All Staff |
| Indiana Resource Center for Autism training | Training modules developed by the IRCA | Self paced during the school year | Sped teachers and aides |

[Link to SIP Google Sheet](#)

